DOCUMENT RESUME

AC 002 886

ED 023 980

Comparative Policies on High School Diplomas for Adults, U.S.A.
Richmond Public Schools, Va.
Pub Date [62]
Note-50p.
EDRS Price MF-$0.25 HC-$2.60
Descriptors-Academic Standards, *Adults, *Comparative Analysis, Credits, *Educational Certificates, Equivalency Tests, *High Schools, Program Administration, Public School Adult Education, *State Standards, Statistical Data, Surveys, Units of Study (Subject Fields)
Identifiers-General Educational Development Test, *Virginia

With the aim of evaluating state policies on high school diplomas for adults, the Richmond, Virginia, public school system conducted a national survey on states and territories issuing diplomas or equivalency certificates on the basis of the General Educational Development test or other standardized tests: kinds and sources of tests being used: provisions for equating such tests or portions thereof in terms of high school credits: the status of credits earned in private schools, out-of-state public schools, trade or vocational schools, business schools, and home study programs: states with high school completion programs for adults, states giving credit for military training and related programs: and states recognizing occupational experience and competence in evaluating the academic achievement of adult candidates for diplomas or equivalency certificates. Responses indicated wide variations in policies and procedures as to the nature, extent, and conditions of programs of high school completion. When the states were ranked by affirmative responses to questions or parts thereof, 31 were found to have more liberal policies than Virginia, four were on a par with Virginia, and 14 were less liberal. Several changes in policy and practices were suggested for Richmond's program of high school completion for adults. (ly)

ED002886
Oct 68

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RICHMOND PUBLIC SCHOOLS

Comparative Policies On High School Diplomas for Adults U. S. A.

AC 002 886

DIVISION OF
VOCATIONAL AND ADULT EDUCATION

A Comparative Study of Policies and Procedures among the Fifty States involving Granting High School Diplomas or Equivalency Certificates to Adults.

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CHAPTER I

WHY THE STUDY WAS UNDERTAKEN

IT HAS BEEN OBSERVED THAT "ADULTS HAVE EDUCATIONAL NEEDS NOT RELATED TO THE SCHOLASTIC STRATA ESTABLISHED FOR YOUNG PEOPLE." LOCAL EXPERIENCE, AT LEAST, INDICATES THAT ADULT NEEDS ARE GENERALLY IMMEDIATE AND URGENT. THESE NEEDS MUST BE MET BY A SYSTEM THAT IS PHILOSOPHICALLY AND FUNCTIONALLY GEARED TO THE PRACTICAL AND IMMEDIATE.

IT HAS BEEN FURTHER OBSERVED THAT ADULTS RESPONDING TO PUBLIC EVENING SCHOOL COURSES ARE SUBJECT TO ALL SORTS OF PRESSURES NOT GENERALLY ASSOCIATED WITH THE EDUCATION OF CHILDREN. THEY HAVE LITTLE OR NO PATIENCE WITH PROGRAMS THAT EMPHASIZE INDEFINITE PERIODS OF "EDUCATIONAL CONFINEMENT" AS A PRIME REQUISITE FOR A CREDENTIAL OF ACCOMPLISHMENT. EXTREME MOTIVATIONAL DIFFICULTIES ARISE WHEN SUCH ADULTS ARE CONFRONTED WITH PROGRAMS THAT IN SOME INSTANCE MIGHT EXTEND OVER A FULL DECADE OF EVENING SCHOOL ATTENDANCE AND MAY INVOLVE REPETITION OF LEARNING EXPERIENCES THAT HAVE PREVIOUSLY BEEN COVERED OR EVEN OUTGROWN.

RECENTLY A YOUNG LADY PRESENTED HERSELF TO ONE OF OUR LOCAL EVENING SCHOOLS AS AN APPLICANT FOR THE HIGH SCHOOL DIPLOMA. SHE HAD NEVER FINISHED HIGH SCHOOL, BUT WAS A GRADUATE OF A BUSINESS COLLEGE IN ANOTHER STATE. SHE TYPED ACCURATELY AT A RATE OF 120 WORDS PER MINUTE, AND WAS HIGHLY QUALIFIED IN THE OTHER STENOGRAPHIC ARTS. BUT UNDER EXISTING REGULATIONS SHE COULD NOT HAVE CREDIT ENTERED UPON HER RECORD FOR THE ACHIEVEMENT OF COURSES IN BEGINNING TYPING AND OFFICE PROCEDURES REQUIRED FOR A DIPLOMA.

CONCERNS OF THIS NATURE HAVE CAUSED US TO TAKE A SERIOUS LOOK AT OUR LOCAL EVENING SCHOOL OPERATION. WE HAVE ASKED OURSELVES IF THE SMALL PROPORTION OF THE TOTAL EVENING SCHOOL POPULATION REPRESENTED IN THE "HIGH SCHOOL COMPLETION" PROGRAM MIGHT NOT BE INDICATIVE OF A WEAKNESS IN THE PROGRAM RATHER THAN IN THE TYPE, NATURE OR MOTIVATION OF THE PEOPLE WE WOULD SERVE.

BASICALLY WE ARE CONCERNED WITH THESE QUESTIONS:

1. ARE OUR PROGRAMS ON THE ADULT LEVEL WELL ORGANIZED, ADMINISTERED, AND CONDUCTED?
2. ARE THEY GEOGRAPHICALLY "ACCESSIBLE" AND ECONOMICALLY FEASIBLE FROM THE ADULT STUDENT'S POINT OF VIEW?
3. WHAT ARE THE EXISTING OPPORTUNITIES FOR ACQUIRING HIGH SCHOOL COMPLETION CREDENTIALS?
4. ARE THE EXISTING OPPORTUNITIES FOR ACHIEVING HIGH SCHOOL COMPLETION IN THE ADULT EVENING SCHOOLS GENERALLY UNDERSTOOD IN THE COMMUNITY?

WE WERE ABLE TO ANSWER THE FIRST TWO QUESTIONS DEFINITELY IN THE AFFIRMATIVE, BUT FELT THAT THE THIRD AND FOURTH INVOLVE AN ISSUE TOO COMPLEX FOR A SIMPLE, DIRECT ANSWER.

FOR PERSONS WHO HAVE FINISHED THE MAJOR PORTION OF A HIGH SCHOOL PROGRAM, WE DO PROVIDE AN ADEQUATE APPROACH TO THE PROBLEM OF HIGH SCHOOL COMPLETION. A COURSE OF STUDY EXTENDING OVER A REASONABLE PERIOD OF TIME CAN BE OUTLINED. WE FIND THAT MOST OF THE STUDENTS WHO CURRENTLY ENROLL IN A HIGH SCHOOL COMPLETION COURSE ARE IN THIS CATEGORY. HOWEVER, FOR STUDENTS HAVING A MAJOR PORTION OF THEIR HIGH SCHOOL WORK TO COMPLETE, OUR PROGRAM HOLDS LITTLE APPEAL.

THIS IS TRUE DESPITE THE FACT THAT HIGH SCHOOL COURSES ON THE ADULT LEVEL ARE OFFERED ON THE "ACCELERATED" BASIS. STUDENTS TAKE ONE SUBJECT AT A TIME AND ARE AWARDED APPROPRIATE CREDIT WHENEVER THEY GIVE SATISFACTORY EVIDENCE OF HAVING MASTERED THE SUBJECT MATTER PRESCRIBED.

IT SEEMS APPARENT, THEREFORE, THAT IF WE HOPE TO EXTEND THE OPPORTUNITIES OF THE EVENING HIGH SCHOOL COMPLETION COURSES, SOMETHING MUST BE DONE MORE FULLY TO DEFINE ADULT REQUIREMENTS AND FURTHER ACCELERATE SCHEDULES.

Nearly all persons attending our night schools are employed on a full-time basis. Consequently there are rather rigid limitations on the amount of time they can devote to attending classes and performing study assignments. Nevertheless a survey of the existing night school population indicated a possibility of lengthening the night school session as well as lengthening the class period each school night.

Even with these changes in scheduling, it would still take the average adult student from 6 to 10 years of night school attendance to complete the prescribed course. Of course, there is the alternative of one or two "coach courses" geared to high school equivalency testing. Although this is an occasional practice in some localities, we tend to reject it on the basis that it seems to prepare people to pass a test rather than to provide them with a solid educational foundation.

These considerations have led us to a preliminary investigation of alternate plans of operation such as may be followed in other sections of the nation. Initial contacts were with the National Education Association, the American Council of Education, and the U. S. Office of Education. None of these agencies could supply more than cursory information as to the policies of the several states in these and related matters. It was apparent that, if full information was to be secured, a national survey would have to be undertaken.

The immediacy and completeness of responses to the resultant questionnaire, together with the almost universal requests for copies of the completed study, appear to indicate a wide-spread recognition of the fact that we are dealing with a problem having national as well as local implications.

CHAPTER II

The Survey Instrument and Method

To keep the survey from becoming too complex it was felt that a questionnaire should focus on a limited number of highly pertinent questions which could be basically answered with a "yes" or "no." Provisions were made for any substantiating data or additional information to be provided in the form of additional statements, published bulletins, etc.

The questionnaire is reproduced in Exhibit A - Appendix.

The questionnaire was addressed to State Superintendents, State Supervisors of Secondary Education, or State Directors of Adult Education, as the situations in the various states indicated, of all fifty States and the District of Columbia.

Initial mailing was made on December 15, 1961, with an appropriate cover letter (Exhibit B - Appendix). By the end of December about 90% of the States had responded. On January 8, 1962, a second mailing was made to those states which had not replied. (Exhibit C - Appendix). This brought response from all but two of the remaining states. A telegram was dispatched to each of these two States on February 1, 1962. Their responses brought the total to 100%.

Points Surveyed

1 - The number and names of the States or Territories issuing high school diplomas or certificates of equivalency on the basis of the G. E. D. or other standardized tests.

2 - The kind and sources of the tests being used.

3 - Whether or not the various States or Territories have provisions for equating such tests or parts thereof in terms of actual units of high school credit.

4 - Whether credits earned in accredited

A. Private schools

B. Out-of-State public schools

C. Trade or vocational schools

D. Business colleges

E. Home study programs

could be accepted by a State or its local school divisions as partial fulfillment of the diploma or certificate requirements for adults.

5 - Which States have or do not have publicly operated evening schools or other adult schools providing a program wherein an adult student can <u>earn</u> a diploma by completing a defined course of study.

6 - Whether or not such programs where they exist are operated on the "clock hour" basis prevailing in the schools for children, or if such requirements are modified or accelerated for adults.

7 - What States "recognize" units of credit for military training and for armed forces institute or specialized service school programs as partial fulfillment of requirements for an <u>earned</u> diploma.

8 - What States "recognize" occupational experience and competence as an element in evaluating the educational achievement of an adult candidate for the high school diploma or certificate of high school equivalency.

CHAPTER III

Analysis and Discussion

The responses to this survey indicate that there are wide variations in policies and procedures among the various States as to the nature, extent, and conditions surrounding the learning experiences provided for adults seeking a high school completion certificate or diploma.

Nearly all States use the G. E. D. test or similar tests as standard measures of equivalency. But there is wide variation as to the meaning of equivalency and the status of the individual securing this credential. Some states give such a certificate the full value of a high school diploma and name it so. Others tend to devaluate it by both its physical appearance (as contrasted with the high school diploma) and by the recognition attached to its possession. (See Appendix for sample Certificates.)

YES
YES
YES

No
No
No

New Jersey

New Jersey provides three basic plans by which adults may achieve the status equivalent to high school graduation.

Plan I - Subject Area Examination - The academic equivalent of four years of high school education can be established by means of passing grades in academic examinations covering English I, II, III, IV, U. S. History I and II, Mathematics (1 unit), Science (1 unit), Electives (8 units). Total 16 units required.

Plan II - Equivalent Certificate Secured Through College Attendance - Non-high school graduates may be admitted to New Jersey colleges on the following conditions and receive a New Jersey High School equivalency certificate upon

1. Honorable discharge from military service or attainment of age 24;
2. Demonstrate by examination of readiness for college;
3. Completion of at least 16 semester credits in English, history, mathematics, and science within four semesters or two college years of date of conditional admission.

Plan III - The Standard G. E. D. Test - New Jersey also has a two-year equivalency certificate plan.

New York

New York uses the battery of five tests called U. S. A. F. I. Tests of General Educational Development as the basis for awarding the New York State High School Equivalency Diploma. (See appendix for copy of New York Equivalency Diploma).

However, an additional credential may be awarded the applicant who has already earned a New York State High School Equivalency Diploma.

A State Regents High School Diploma may be achieved by the student who, in addition to the above, satisfactorily passes the Regents Examination covering

1. Four years of English,
2. American History and World History,
3. A major sequence of 3 units in an elective field.

(See appendix for copy of New York Regents Diploma.)

Ohio

Ohio uses the G. E. D. only as a supplement to other requirements. The State issues no equivalency credential, but regulates the issuing of such credentials by local schools or divisions.

To receive a diploma the candidate must

1. Have earned not less than four units in an approved high school, two of which must be from the school issuing the diploma;
2. By statutory requirement <u>earn</u> an additional credit in American History and Government (this requirement <u>cannot be waived</u>);
3. Attain successful scores in G. E. D.

Pennsylvania

The Department of Public Instruction may issue to a Pennsylvania resident a High School Equivalency Diploma when the applicant has completed <u>by State evaluation</u>

1. Four units in English,
2. One-half unit in world culture,
3. One unit in American history,
4. One unit in Problems in Democracy,
5. One unit in science,
6. One unit in mathematics,
7. Seven and one-half units in electives.

<u>Some or all</u> of these credits may be obtained through <u>Pennsylvania High School Equivalent Examinations</u> consisting of a series of achievement tests in thirty-two secondary subject areas. Some of these tests are constructed locally; others are published achievement tests.

Rhode Island

In addition to using the Standard G. E. D. tests as its basis for awarding the high school equivalency diploma, Rhode Island also provides an examination to serve as a test of 8th Grade Equivalency.

This latter involves a battery of 8 tests, including reading, vocabulary, arithmetic fundamentals, arithmetic problem solving, grammar, literature, history and civics, general science.

See appendix for High School Equivalency Diploma.
See appendix for 8th Grade Equivalency Diploma.

California

In California it is possible for an individual to receive credit toward graduation for successfully completing tests of achievement such as the G. E. D., Iowa Test of Educational Development, California Achievement Tests, Sanford Achievement Tests, etc.

"Administrators of adult education programs in California recognize that adults have had experiences and training that might be the counterparts of training offered in adult school programs and, if objective means are available for measuring the achievement in these areas, tests can be administered and credit granted in certain subject areas on the basis of results of the tests." A limit is placed on the number of credits that might be earned by this procedure.

Veterans receive diplomas of graduation by satisfactory scores in G. E. D., plus a course (or a test) in U. S. History and Civics and in local and State government, plus any locally specified requirements.

3

Question 3 - Does your State or any of its school divisions have provisions for equating G. E. D. or other tests results, or elements thereof, in terms of actual credits applicable toward the requirements of a local high school diploma?

Survey Analysis - Ten States have some system of equating tests results in terms of earned credits. These are Arizona, California, Kansas, Maryland, Massachusetts, Michigan, New Jersey, New York, Ohio, and Tennessee.

California

Some adult school programs provide for the granting of a certain amount of credit on the basis of G. E. D. or other objective tests. These have been significantly commented upon in the analysis of the previous question.

Arizona

The Veterans Testing Service agencies administer the G. E. D. test to establish grade level equivalences as computed by the American Council on Education. The battery may be administered only when the established age for the grade level of equivalency which is desired is met. The minimum scores on each test must be attained as follows to establish a grade level equivalency.

(ARIZONA - CONTINUED)

ATTAINED AGE BEFORE TAKING TEST	GRADE LEVEL EQUIVALENT	MINIMUM SCORE ON EACH TEST	MINIMUM AVERAGE SCORE ON ALL 5 TESTS
16 YEARS	9	30	35
17 YEARS	10	31	39
18 YEARS	11	33	41
*19 YEARS	12	35	45

*THIS MAY BE TAKEN AT 18 FOR RECRUITMENT PURPOSES ONLY.

KANSAS

IT IS PERMISSIBLE FOR A LOCAL HIGH SCHOOL TO ISSUE A DIPLOMA ON THE BASIS OF THE G. E. D. TEST PROVIDED OTHER SPECIFIED CONDITIONS ARE MET.

1. APPLICANT SHALL HAVE ATTAINED A STANDARD SCORE OF 35 WITH AN AVERAGE OF 45 FOR THE FIVE TESTS.

2. APPLICANT SHALL HAVE ATTENDED SCHOOL IN THE SCHOOL SYSTEM TO WHICH HE APPLIES FOR CREDIT.

3. APPLICANT SHALL HAVE EARNED CREDIT FOR AMERICAN HISTORY (ONE UNIT) AND GOVERNMENT (ONE-HALF UNIT) IN RESIDENCE OR BY CORRESPONDENCE FROM ACCREDITED INSTITUTIONS OR THROUGH SPECIFIC U. S. A. F. I. COURSES.

4. APPLICANT SHALL HAVE ATTAINED HIS 20TH YEAR.

CREDIT IS NOT GIVEN IN SPECIFIC SUBJECTS BUT IS SIMPLY LISTED ON THE TRANSCRIPT AS G. E. D. CREDIT. THE STATE DEPARTMENT DOES NOT RECOMMEND ISSUANCE OF A DIPLOMA BY THE LOCAL HIGH SCHOOL EXCEPT IN UNUSUAL CIRCUMSTANCES. IN MOST INSTANCES THE CERTIFICATE OF ACADEMIC ACHIEVEMENT ISSUED BY THE STATE DEPARTMENT IS CONSIDERED A SUFFICIENT CREDENTIAL.

MICHIGAN

IN MICHIGAN LOCAL SCHOOL DISTRICTS HAVE COMPLETE AUTONOMY REGARDING THE DETERMINATION OF REQUIREMENTS, THAT IS, COURSE OF STUDY, UNITS OF CREDIT, CURRICULUM, ETC., FOR THE GRANTING OF THE HIGH SCHOOL CREDENTIAL. THE DEPARTMENT OF PUBLIC INSTRUCTION DOES NOT ISSUE THE HIGH SCHOOL CREDENTIAL.

HIGH SCHOOL DISTRICTS ARE AUTHORIZED TO RECOGNIZE VARIOUS TYPES OF EDUCATIONAL EXPERIENCE, INCLUDING G. E. D. AND U. S. A. F. I. COURSES. HOWEVER, THE AMOUNT OF CREDIT, IF ANY, TO BE GRANTED FOR SUCCESSFUL PERFORMANCE RESTS WITH EACH LOCAL SCHOOL DISTRICT.

Ohio

Ohio restricts the issuance of diplomas based on G. E. D. tests to veterans of World War II (service prior to October 5, 1946) or veterans of the Korean Campaign.

The requirements are

a. Successful completion of G. E. D.

b. Four earned units (two must be from the school issuing the diploma).

c. At least one credit in American history and government.

There is also a special regulation covering any boy called into military service through Federal Activation of National Guard or Reserve Units.

1. The State Department of Education will authorize the granting of up to three units of credit on G. E. D. results to be distributed as follows:

   Social studies (1 unit), Natural Sciences (1 unit), Mathematics (1 unit).

2. If the boy needs more than three units of credit and not over six, he can be granted credit on the G. E. D. basis, distributed as follows:

   English, and English Usage (two units), Social Studies (two units), Mathematics (1 unit), Science (1 unit).

3. No diploma may be granted to any boy who does not have a minimum of one unit of credit in American history and government. (This may be earned, or may be awarded on the basis of U. S. A. F. I. subject matter test, or Ohio State Department, American History Tests.)

Tennessee

If any individual who is at least 21 years of age does not make a sufficiently high average standard score on the tests of G. E. D. to qualify to receive the equivalency high school diploma, he shall be classified as follows:

Classification	Average Standard Score (A.S.S.)	For Veteran
Freshman	34 to 37.8	33 to 35.8
Sophomore	38 to 41.8	36 to 38.8
Junior	42 to 45.8	39 to 41.8
Senior	46 to 49.8	42 to 44.8

New York

New York offers the High School Equivalency Diploma and an additional credential, The Regents High School Diploma discussed under Item 2.

Any work completed by other means must be evaluated through appropriate exams by the school officials of an approved school which normally would grant a diploma or other academic credential.

Massachusetts

Massachusetts has set up a unique system of an Evaluation and Policies Committee comprised of representatives of the State Department of Education, the Massachusetts High School Principals Association, the representative of the division superintendents, and a representative of the admission's officers of higher educational institutes.

This body sets standards for awarding of equivalency credentials and also evaluates the total educational experiences (including tests, courses, work experiences) of the candidate, and makes an objective appraisal which may result in the awarding of the Certificate of Equivalency or in a referral to the local school division for a "future program of studies which should be followed to overcome deficiencies."

New Jersey

Three plans have already been discussed under Item 2. Plan II makes provisions for specific subject matter examinations covering 32 high school required or elective units which may be taken to supplement earned units.

Upon receipt of complete records an evaluation is made in terms of the requirements for the high school equivalency certificate. The results of this evaluation is sent the applicant along with information concerning the exam.

Maryland

Maryland does not equate G. E. D. scores, but does give certain tests to determine if credits might be given toward an evening high school diploma. At the moment tests are available in

English I through IV	U. S. History	General Science
General Mathematics	World History	Biology
Algebra I and II	Problems of Democracy	Chemistry
Plane Geometry	Civics	Physics

YES
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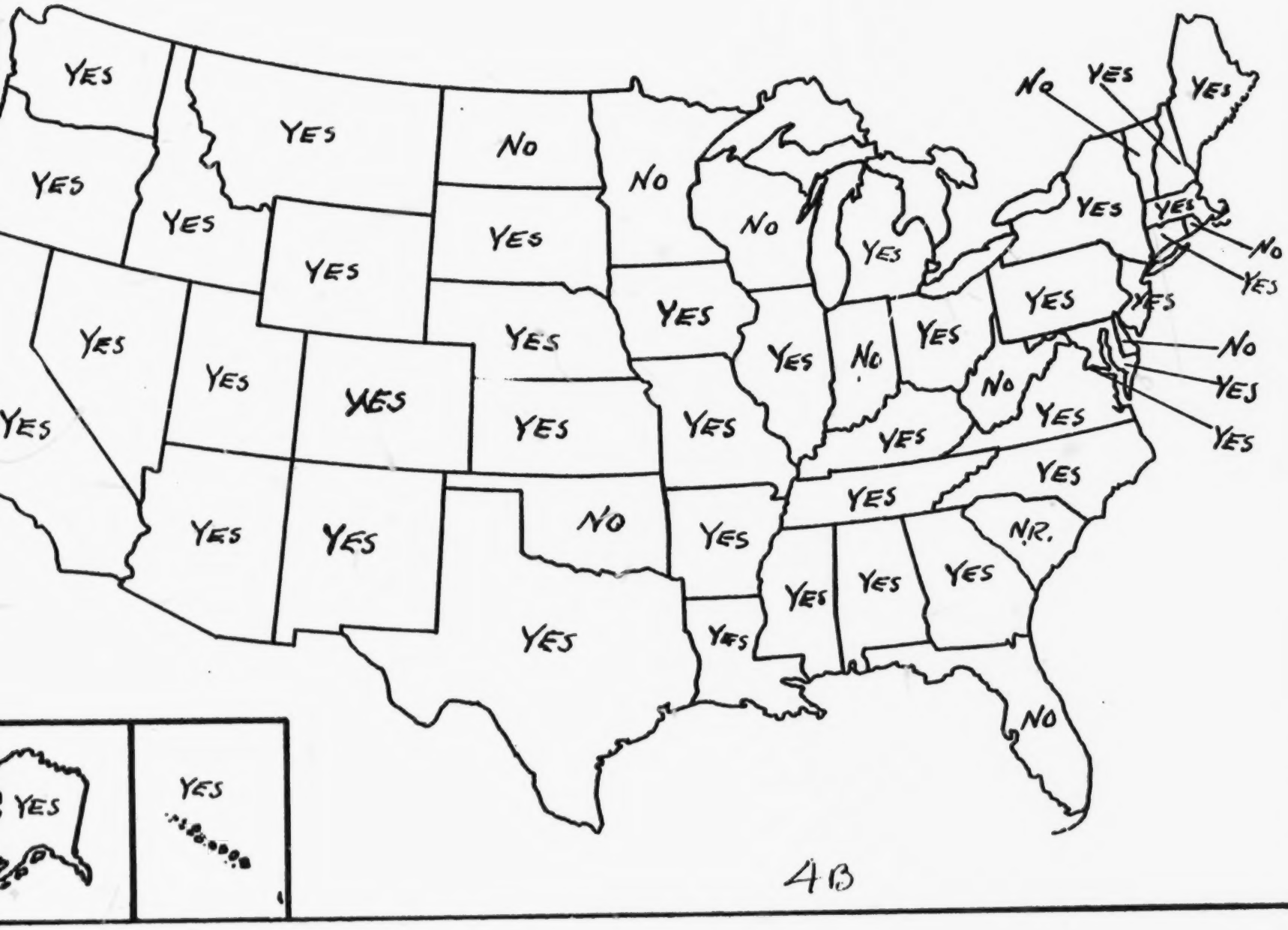
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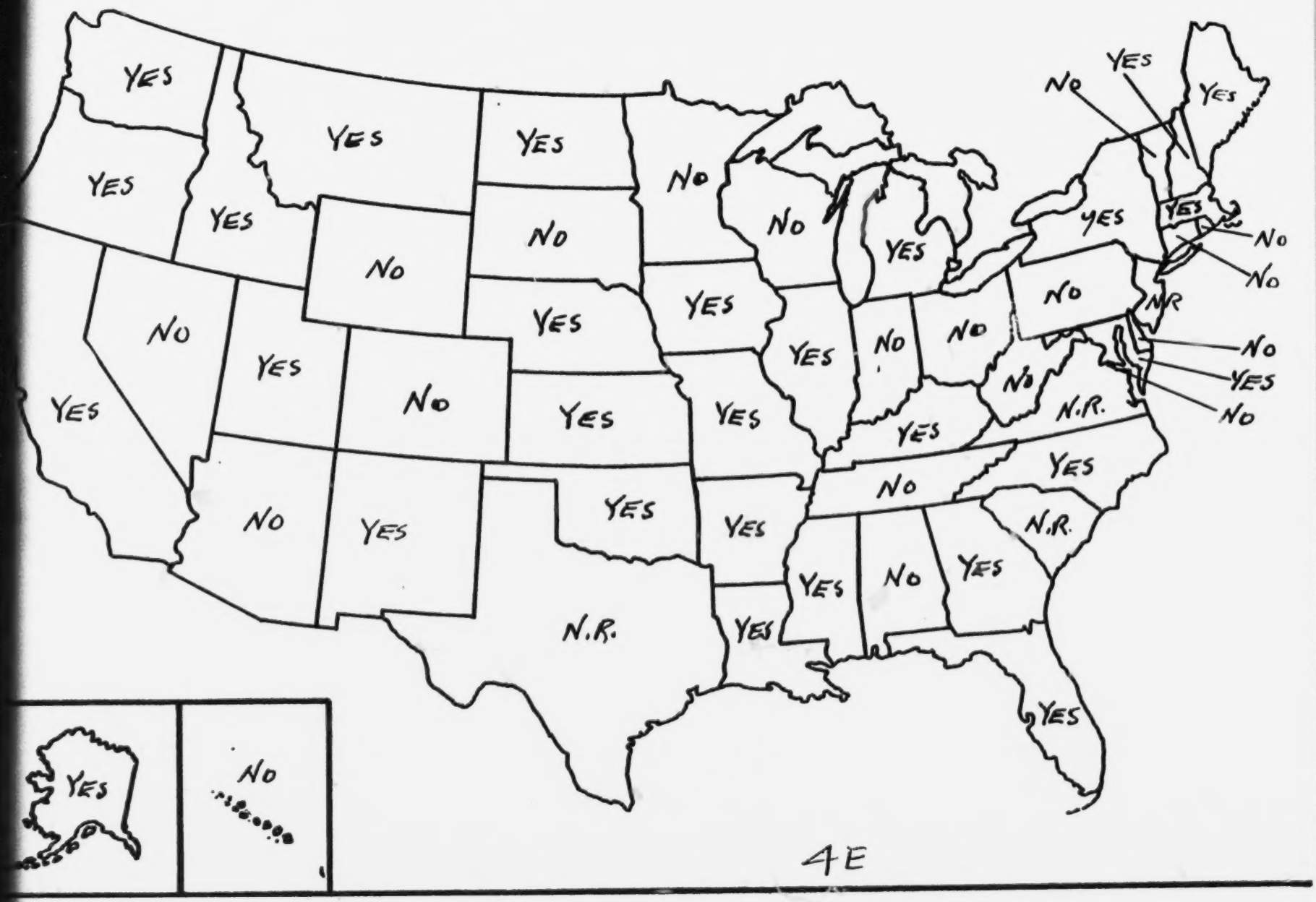
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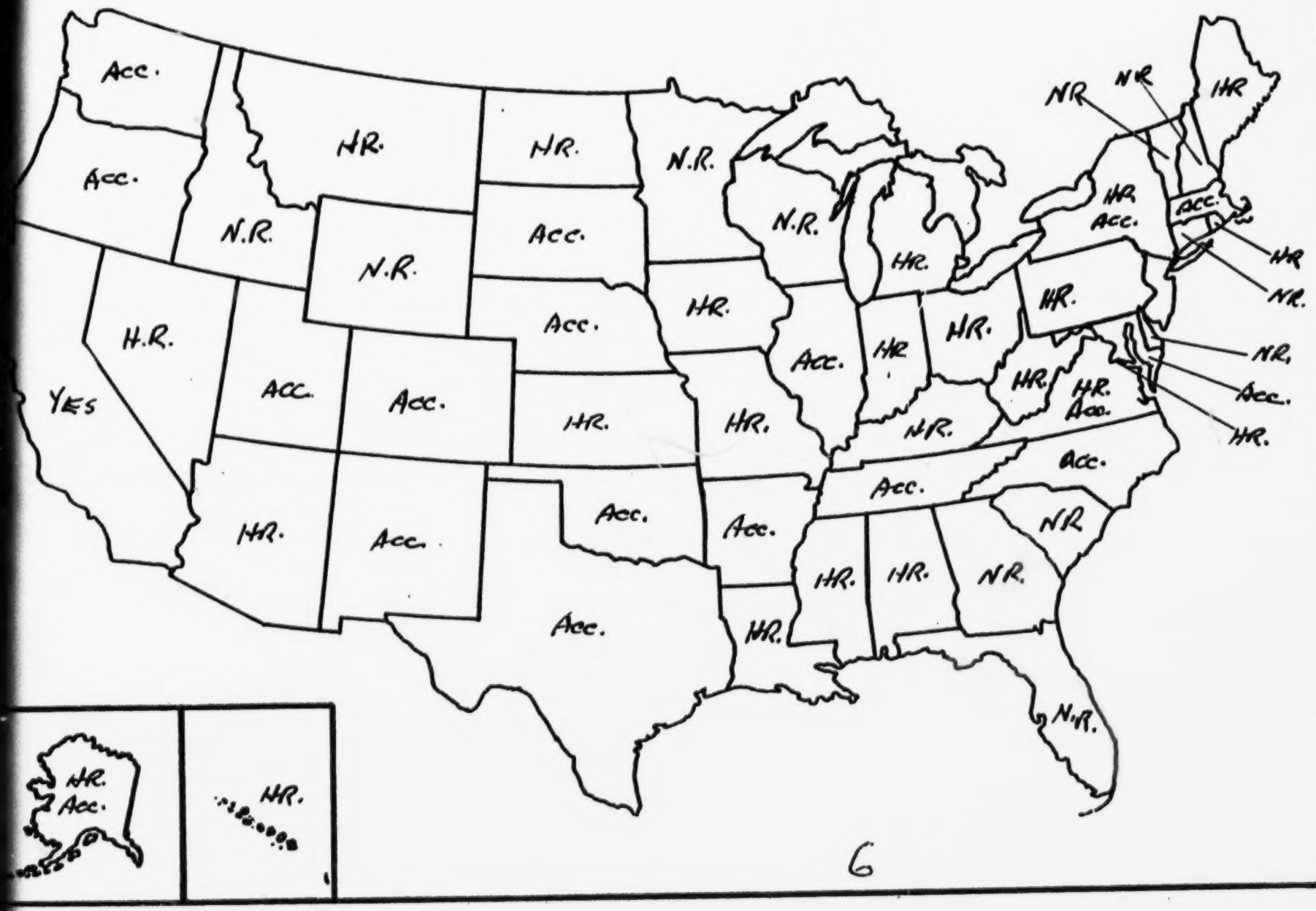
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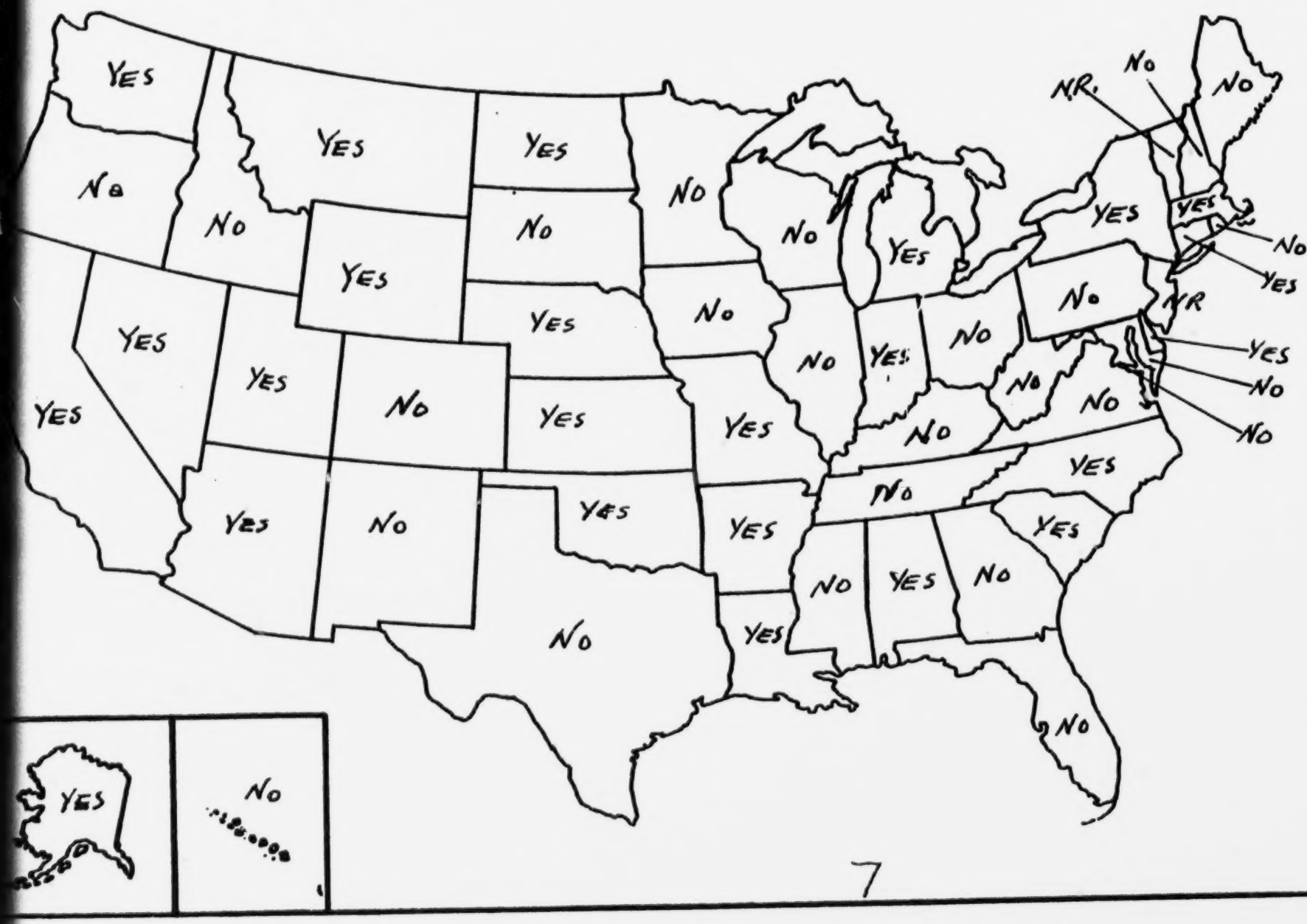
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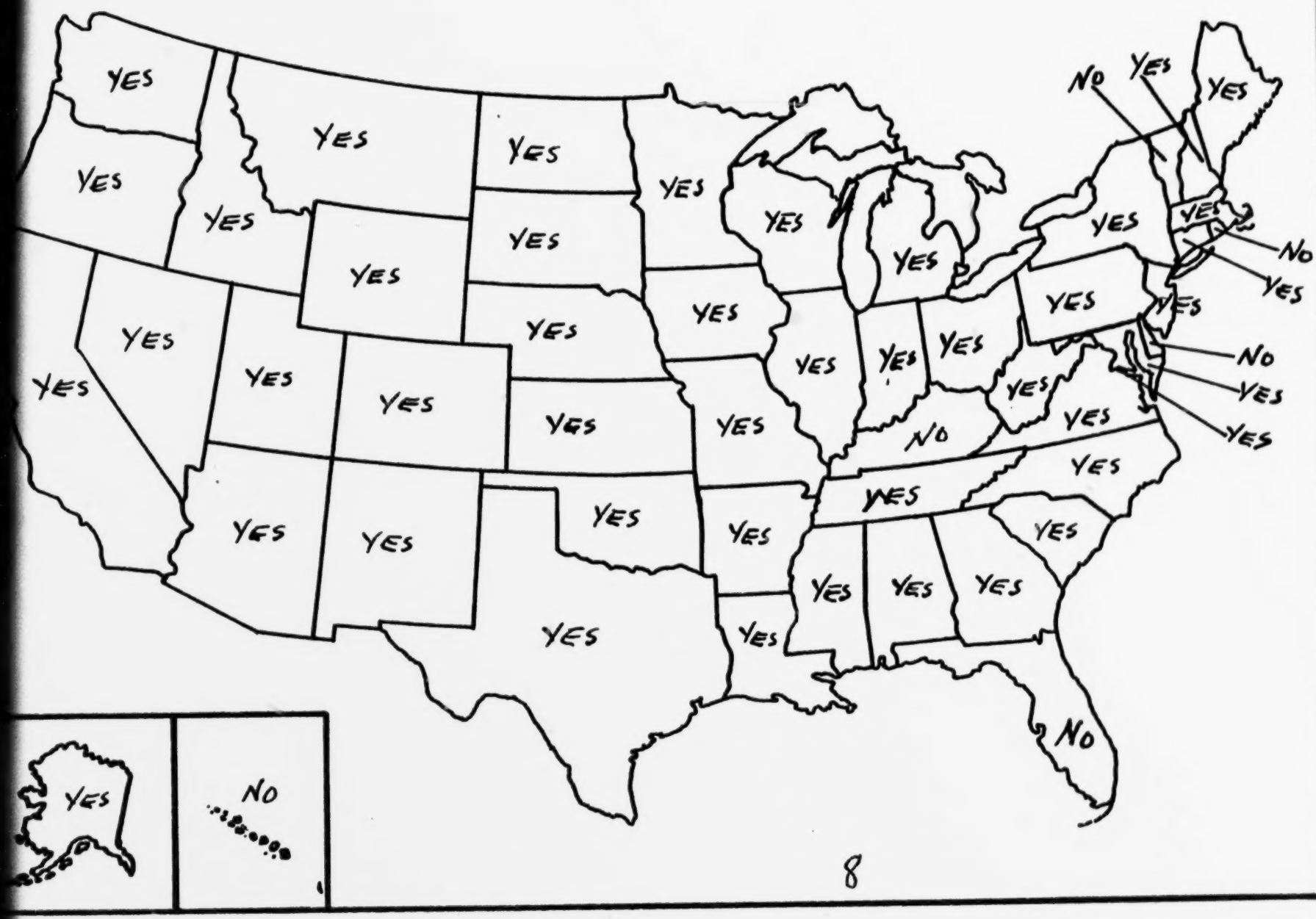

QUESTION 8 - DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS RECOGNIZE, FOR PURPOSES OF GRANTING A HIGH SCHOOL DIPLOMA, WORK COMPLETED IN ARMED FORCES INSTITUTE COURSES OR OTHER SPECIALIZED MILITARY TRAINING COURSES?

SURVEY ANALYSIS - ALL BUT FIVE STATES RECOGNIZE ARMED FORCES INSTITUTE OR SIMILAR SPECIALIZED MILITARY TRAINING COURSES FOR PURPOSES OF GRANTING HIGH SCHOOL CREDIT.

THE EXCEPTIONS ARE VERMONT, RHODE ISLAND, KENTUCKY, DELAWARE, AND FLORIDA.

NO
NO
NO

No
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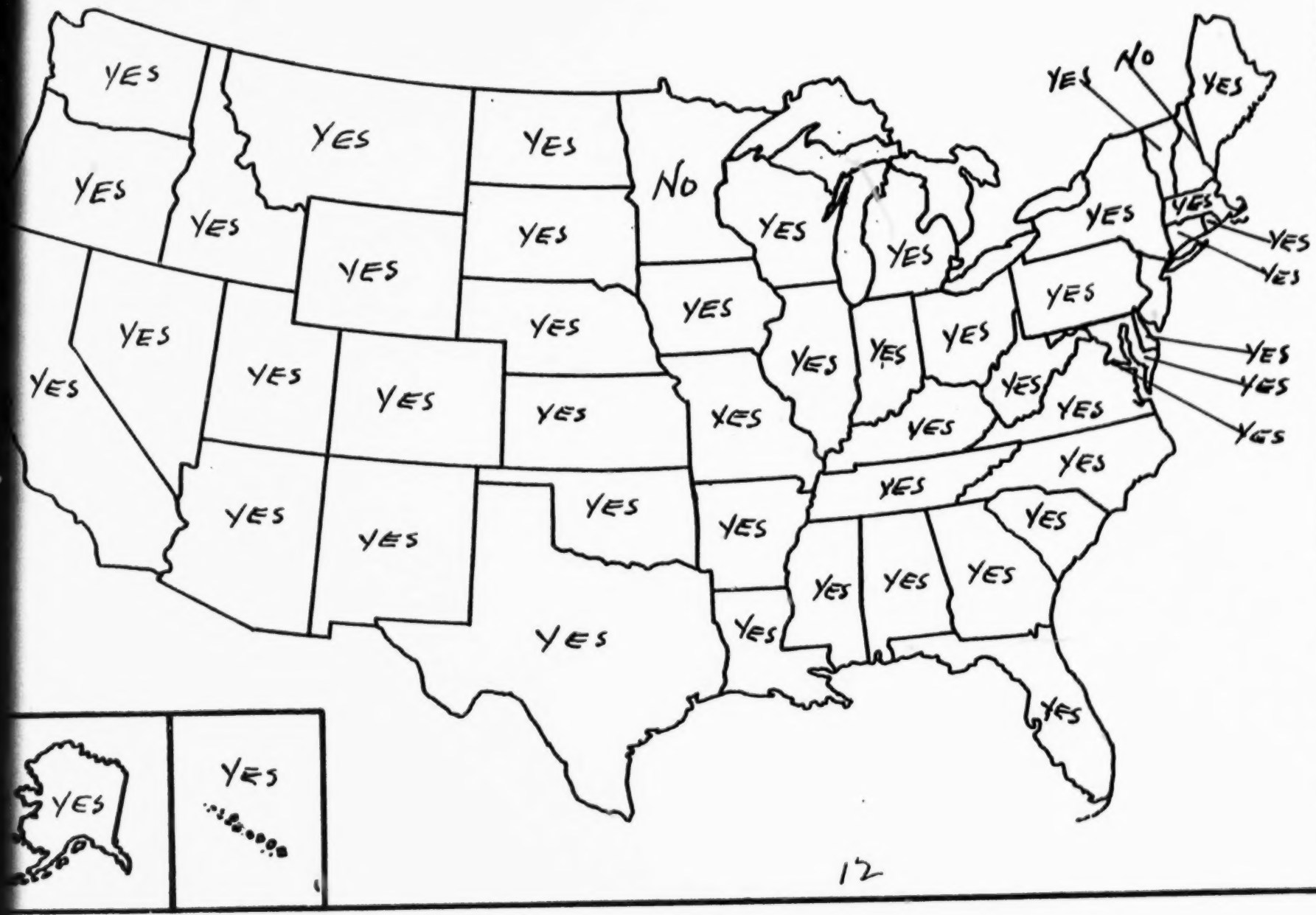
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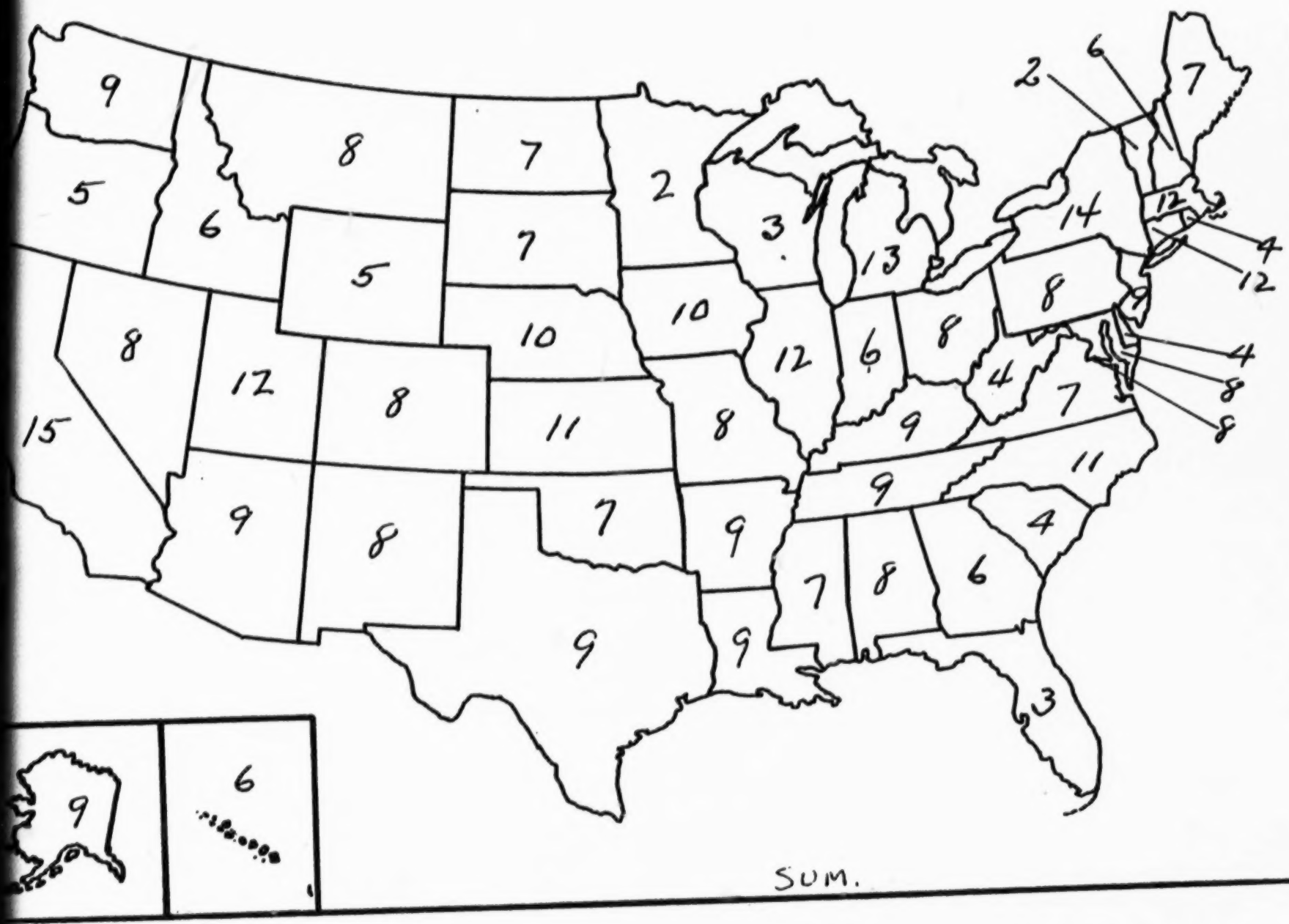

Survey Analysis - This chart presents a composite picture of responses to all of the questions addressed to each of the several States. To some degree it is indicative of the liberality or conservatism of the various States in matters governing the issuing of high school diplomas or certificates of high school equivalency to adults who turn to the public schools to complete an interrupted education.

Each affirmative response to a question or segment thereof is rated one point. By this method the States with the largest number of positive responses lead the list while those with fewest are interpreted as either being more conservative or being governed by policies not covered in the study.

1. California - 15 points.

2. New York - 14 points.

3. Michigan - 13 points.

4. Illinois, Massachusetts, Connecticut, Utah - 12 points each.

5. Kansas, North Carolina - 11 points each.

6. Iowa, Nebraska - 10 points each.

7. Washington, Arizona, Texas, Louisianna, Arkansas, Kentucky, Tennessee, Alaska, New Jersey - 9 points each.

8. Montana, Nevada, Colorado, New Mexico, Missouri, Alabama, Ohio, Pennsylvania, Maryland, District of Columbia - 8 points each.

9. Maine, Virginia, Mississippi, North Dakota, South Dakota - 7 points each.

10. Idaho, Indiana, Georgia, Vermont, Hawaii - 6 points each.

11. Oregon, Wyoming - 5 points each.

12. Rhode Island, Delaware, West Virginia - 4 points.

13. Wisconsin, Florida - 3 points each.

14. Minnesota, New Hampshire - 2 points each.

According to this analysis 31 States have more liberal policies than Virginia -- 4 are on a par with Virginia, and 14 are less liberal.

CHAPTER IV

Summary and Recommendations for Richmond Program

Many otherwise mature adults have not had the opportunity to complete the formal requirements for a high school diploma. Frequently such persons, through reading, travel, self-directed study, and the practical experience of life, have reached a level of educational competence equivalent to that normally associated with high school graduation.

Virginia's State Board of Education recognizes these facts, and through the "equivalency testing program" provides a means for some of these people to receive a credential which purports to be "equivalent to the high school diploma."

However the equivalency test has very limited effect in reducing the large number of persons unable to qualify for occupational and other situations which require a high school education or its equivalent as a prerequisite to initial employment, promotion, or wage advancement.

Three factors should probably account for this limited application and/or acceptance of the equivalency test procedure.

(1) The equivalency test is usually administered by a public school service which is only remotely connected with the program of Continuing Education for Adults. As a result of this practice, much of the diagnostic value of the test is lost. No organized effort is made to point out how the deficiencies revealed by the tests can be specifically remedied through existing programs of adult education.

(2) Persons achieving satisfactory scores in specific sections of the equivalency tests are given passing "grades" for such sections, but there is at present no system of translating these "grades" into units of credit to be applied toward the local diploma requirements.

(3) THE GENERAL EDUCATIONAL DEVELOPMENT TESTS WHICH FORMS THE BASIS OF VIRGINIA'S EQUIVALENCY TESTING PROGRAM APPEARS TO HAVE FALLEN INTO SOMETHING OF A STATE OF DISREPUTE AS A VALID MEASURE OF EDUCATIONAL ACHIEVEMENT IN TERMS OF TODAY'S SECONDARY SCHOOL PROGRAM.

A. THE TESTS WERE DEVISED FOR AN EMERGENCY SITUATION RISING OUT OF WAR-TIME CONDITIONS IN 1942. THEY HAVE NOT BEEN SUBSTANTIALLY REVISED IN THE TWENTY YEARS SINCE THEIR INCEPTION, WHILE THERE HAS BEEN CONSIDERABLE CHANGE IN THE HIGH SCHOOL CURRICULA.

B. THE TESTS PURPORT TO MEASURE ACHIEVEMENT ONLY IN BASIC ACADEMIC AREAS WHEREAS CONSIDERABLE EMPHASIS IS TODAY PLACED ON OCCUPATIONAL SKILLS AND EXPERIENCES, FOREIGN LANGUAGES, AND SOCIAL AND INDUSTRIAL ARTS AND SCIENCES.

As a preliminary step toward the strengthening of Richmond's program of high school completion for adults, the following policy and practice changes are suggested:

1. PROPOSAL: That the equivalency testing program be administered as part of the Adult Education Program.

   CHANGE INVOLVED: Only a change in local practice is involved. At present the testing is done by the Research Department, Richmond Public Schools. Closer liaison should be established between the two departments. It is believed that from a functional standpoint such testing should become a part of the Continuing Education Program for Adults.

2. PROPOSAL: That the equivalency tests be used both as a diagnostic instrument and as a standard of achievement.

   CHANGE INVOLVED: Only a change in local practice involved. At present the test is used almost exclusively as a standard of achievement with any diagnostic value resting with the private conclusions of the individual tested.

3. PROPOSAL; That passing grades in each of the five areas tested be interpreted in terms of credit units which may be applied toward the requirements of a local evening school diploma.

   CHANGE INVOLVED: This procedure is already authorized by Bulletin No. 7, State Board of Education, Standards for Accelerating Secondary Schools, Commonwealth of Virginia, May 1960, but is seldom followed. This bulletin under provisions for Adult, Evening and Part-time schools states in part:

> "When in the judgement of the superintendent and the principal ... a pupil not regularily enrolled in the day school or an adult is able to prove, by examination or other objective evidence, satisfactory completion of the work, he may receive credit in less than the time usually required." (Underlining ours.)

THIS PROVISION IS THE BASIC AUTHORITY FOR OUR ACCELERATED PROGRAM, BUT TO OUR KNOWLEDGE IT HAS NEVER BEEN LOCALLY INVOKED AS A MEANS OF EQUATING CREDIT DIRECTLY FROM TEST RESULTS. PRECEDENT EXISTS IN 10 STATES: MICHIGAN, OHIO, CALIFORNIA, ARIZONA, KANSAS, TENNESSEE, NEW YORK, MASSACHUSETTS, NEW JERSEY, AND MARYLAND.

4. PROPOSAL: THAT COUNSELING BE PROVIDED FOR PERSONS TAKING THE EQUIVALENCY TEST SO THAT THEY MAY BE DIRECTED TO OPPORTUNITIES FOR COMPLETING ANY REMAINING REQUIREMENTS THROUGH THE CONTINUING EDUCATION PROGRAM FOR ADULTS. CHANGE INVOLVED: THIS INVOLVES THE ESTABLISHMENT OF A PROPERLY STAFFED ADULT COUNSELING AND TESTING SERVICE.

5. PROPOSAL: THAT FOR ADULT CANDIDATES CREDITS APPLICABLE TOWARD A HIGH SCHOOL COMPLETION CERTIFICATE BE RECOGNIZED OR GRANTED ON THE FOLLOWING BASIS:

A. CREDITS ACTUALLY EARNED IN AN ACCREDITED HIGH SCHOOL, TRADE OR BUSINESS SCHOOL, WHETHER PRIVATE OR PUBLIC, WHETHER IN VIRGINIA OR ANOTHER STATE.

B. CREDITS EARNED THROUGH MILITARY SERVICE, SERVICE SCHOOLS OR ARMED FORCES INSTITUTE COURSES; THAT RECOMMENDATIONS CONTAINED IN THE AMERICAN COUNCIL OF EDUCATION PUBLICATION "A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED FORCES (1954)" BE FOLLOWED IN AWARDING SUCH CREDITS.

C. CREDITS EARNED IN OTHER ADULT EDUCATION COURSES OR PROGRAMS.

CHANGE INVOLVED: A CHANGE IN VIRGINIA'S POLICY FOR EVALUATING SERVICE EXPERIENCE IS SUGGESTED. BULLETIN NO. 7, STANDARDS FOR ACCREDITING SECONDARY SCHOOLS, COMMONWEALTH OF VIRGINIA, MAY 1960, STATES:

"A SERVICEMAN MAY BE AWARDED CREDIT FOR SATISFACTORY COMPLETION OF WORK IN ANY OF THE FOLLOWING, PROVIDED HE HAD EARNED EIGHT UNITS (EXCLUSIVE OF HEALTH AND PHYSICAL EDUCATION) IN HIGH SCHOOL PRIOR TO ENTERING THE ARMED FORCES: (UNDERLINING OURS)

1. U. S. ARMED FORCES INSTITUTE
2. U. S. ARMED FORCES SUBJECT EXAMINATION
3. HIGH SCHOOL COURSES OFFERED THROUGH U. S. A. F. I. BY COOPERATING COLLEGES AND UNIVERSITIES
4. MARINE CORPS INSTITUTE COURSES
5. COAST GUARD INSTITUTE COURSES
6. SERVICE SCHOOL TRAINING."

PROPOSAL: IT IS SUGGESTED THAT THE LIMITATIONS CREATED BY THE "PRIOR" PROVISION OF THIS POLICY BE REMOVED BY DROPPING THE CHRONOLOGICAL FACTOR ALTOGETHER AND SUBSTITUTING THE FOLLOWING LANGUAGE:

"A SERVICEMAN MAY BE AWARDED CREDIT FOR SATISFACTORY COMPLETION OF WORK IN ANY OF THE FOLLOWING, PROVIDED HE EARNS OR HAS EARNED EIGHT UNITS (EXCLUSIVE OF HEALTH AND PHYSICAL EDUCATION) IN A HIGH SCHOOL OR AN ADULT SECONDARY PROGRAM. ETC.

6. PROPOSAL: THAT A SUITABLE CERTIFICATE OF HIGH SCHOOL COMPLETION BE AWARDED PERSONS WHO COMPLETE STANDARD REQUIREMENTS THROUGH PARTICIPATION IN THE ADULT HIGH SCHOOL PROGRAM.

SAMPLES OF THE NEW YORK HIGH SCHOOL EQUIVALENCY DIPLOMA, AND THE ANAHEIM EVENING SCHOOL DIPLOMA, ANAHEIM, CALIFORNIA ARE RECOMMENDED AS PATTERNS WITH THE EXCEPTION THAT PHYSICAL DIMENSIONS BE APPROXIMATELY 8 X 10 INCHES.

APPENDIX

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EXHIBIT A

RICHMOND PUBLIC SCHOOLS
DIVISION OF VOCATIONAL AND ADULT EDUCATION

QUESTIONNAIRE

EQUIVALENCY TESTING AND AWARDING OF HIGH SCHOOL CREDITS TO ADULT CANDIDATES FOR HIGH SCHOOL DIPLOMA OR COMPLETION CERTIFICATE

	YES	NO
1. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS AWARD CERTIFICATES OF HIGH SCHOOL EQUIVALENCY ON THE BASIS OF THE GENERAL EDUCATIONAL DEVELOPMENT TEST?	___	___
2. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS USE ANOTHER TEST FOR THIS PURPOSE? (IF "YES" PLEASE SPECIFY. _____)	___	___
3. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS HAVE PROVISIONS FOR EQUATING G. E. D. OR OTHER TEST RESULTS, OR ELEMENTS THEREOF, IN TERMS OF ACTUAL CREDITS APPLICABLE TOWARD THE REQUIREMENTS OF A LOCAL HIGH SCHOOL DIPLOMA? (IF "YES" PLEASE EXPLAIN ON ATTACHED SHEET.)	___	___
4. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS RECOGNIZE FOR PURPOSES OF AWARDING A HIGH SCHOOL DIPLOMA TO ADULT CANDIDATES, CREDITS EARNED:		
A. IN A PRIVATE ACCREDITED SECONDARY SCHOOL?	___	___
B. IN A PUBLIC ACCREDITED SCHOOL OF ANOTHER STATE?	___	___
C. IN AN ACCREDITED TRADE SCHOOL?	___	___
D. IN AN ACCREDITED BUSINESS COLLEGE?	___	___
E. IN A HOME-STUDY PROGRAM? (IF "YES" PLEASE INDICATE CONDITIONS OF ACCEPTANCE OF ITEM "E".)	___	___
	___	___
5. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS PROVIDE IN PUBLICLY OPERATED EVENING SCHOOLS, OR OTHER ADULT SCHOOLS, AN OPPORTUNITY TO <u>EARN</u> A HIGH SCHOOL DIPLOMA BY MEETING STANDARD REQUIREMENTS SET UP FOR SECONDARY SCHOOLS?	___	___
6. IF "YES" ARE THESE PROGRAMS OPERATED		
A. ON THE HOURLY BASIS (CLOCK HOURS REQUIREMENT) SET UP FOR CHILDREN ATTENDING DAY SCHOOLS?	___	___
B. ON AN ACCELERATED BASIS? (IF "YES" EXPLAIN ON ATTACHED SHEET.)	___	___
7. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS GRANT CREDITS TO VETERANS FOR HAVING COMPLETED BASIC TRAINING IN ONE OF THE ARMED FORCES?	___	___
8. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS RECOGNIZE, FOR PURPOSES OF GRANTING A HIGH SCHOOL DIPLOMA, WORK COMPLETED IN ARMED FORCE INSTITUTE COURSES OR OTHER SPECIALIZED MILITARY TRAINING COURSES?	___	___
9. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS, FOR PURPOSES OF AWARDING A HIGH SCHOOL DIPLOMA TO ADULT CANDIDATES, GRANT CREDIT FOR EMPLOYMENT EXPERIENCE HAVING AN <u>EDUCATIONAL</u> VALUE?	___	___
10. IF "YES" PLEASE INDICATE BASIS USED FOR SUCH DETERMINATION. (USE ATTACHED SHEET.)		
11. DOES YOUR STATE OR ANY OF ITS SCHOOL DIVISIONS HAVE PROVISIONS FOR ACCREDITING TOWARD HIGH SCHOOL COMPLETION NOT COVERED IN ANY OF THE ABOVE QUESTIONS? (IF "YES" PLEASE EXPLAIN ON ATTACHED SHEET.)	___	___
12. PLEASE SEND US A COPY OF THE RESULTS OF THIS SURVEY.	___	___

EXHIBIT B

Richmond Public Schools

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Virginia Mechanics Institute Building

1000 EAST MARSHALL STREET, RICHMOND 19, VIRGINIA

Telephone Milton 4-7681 Ex. 23 - 24
Milton 9-2445

DECEMBER 15, 1961

MAY WE RESPECTFULLY REQUEST THAT YOU FURNISH INFORMATION AS INDICATED ON THE ENCLOSED QUESTIONNAIRE?

THIS INFORMATION IS SOUGHT FOR A COMPARATIVE STUDY OF POLICIES AND PROCEDURES AMONG THE FIFTY UNITED STATES, DEALING WITH THE GRANTING OF HIGH SCHOOL DIPLOMAS, CERTIFICATES OR LETTERS OF EQUIVALENCY, TO ADULTS WHO RETURN TO PART-TIME SCHOOL TO CONTINUE THEIR FORMAL EDUCATION.

WE WOULD APPRECIATE ANY EXPLANATORY REMARKS YOU CAN PROVIDE TO THE BASIC QUESTIONS.

WE PLAN TO INCLUDE DATA FROM REPLIES RECEIVED PRIOR TO FEBRUARY 1, 1962.

WE SHALL BE HAPPY TO FURNISH A COPY OF RESULTS UPON REQUEST.

SINCERELY,

JOHN O. PERREAULT
SUPERVISOR OF ADULT EDUCATION

EXHIBIT C

Richmond Public Schools

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Virginia Mechanics Institute Building
1000 EAST MARSHALL STREET, RICHMOND 19, VIRGINIA

Telephone Milton 4-7681 Ex. 23 - 24
Milton 9-2445

JANUARY 8, 1962

ON DECEMBER 15, 1961 WE SENT YOU A SHORT QUESTIONNAIRE CONCERNING YOUR STATE'S POLICIES REGARDING THE AWARD OF HIGH SCHOOL DIPLOMAS OR CERTIFICATES OF EQUIVALENCY TO ADULTS WHO RETURN TO THE PUBLIC SCHOOLS TO COMPLETE AN INTERRUPTED EDUCATION.

WE ARE HAPPY TO INFORM YOU THAT THE RESPONSE TO THIS QUESTIONNAIRE HAS BEEN EXCELLENT. MOST OF THE STATES HAVE ALREADY SENT INFORMATION. HOWEVER, WE FEEL THAT THE VALIDITY OF THE STUDY WILL BE FULLY ESTABLISHED ONLY IF WE CAN GET 100% RESPONSE.

WITH THE END OF YEAR ACTIVITIES BEHIND US, WE HOPE TO BEGIN THE COMPILATION OF INFORMATION. WE SHALL INCORPORATE ALL DATA RECEIVED PRIOR TO FEBRUARY 1, 1962. MAY WE HAVE YOUR RESPONSE BEFORE THAT DATE?

WE TAKE THIS OCCASION TO WISH YOU AND YOUR ASSOCIATES A HAPPY AND PROSPEROUS 1962.

SINCERELY,

JOHN O. PERREAULT
SUPERVISOR OF ADULT EDUCATION

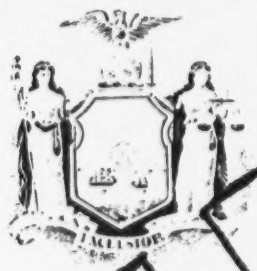
THIS LETTER SENT TO THE FOLLOWING STATES:

MAINE
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
MARYLAND
DELAWARE
NORTH CAROLINA
SOUTH CAROLINA
ALASKA
MICHIGAN
WISCONSIN
MINNESOTA
LOUISIANNA
OKLAHOMA
NEW YORK
PENNSYLVANIA

The

University of the State of New York

Education Department



Be it known that

VOID

having satisfactorily completed the comprehensive examination requirements
prescribed by the Commissioner of Education
is thereby entitled to this

High School Equivalency Diploma

In Witness Whereof the Regents issue this diploma no.
under seal of the University at Albany, in the series

James J. Allen, Jr.

President of the University
and Commissioner of Education

EXHIBIT D

ACTUAL SIZE - 8" X 10"

The

University of the State of New York
Education Department

Be it known that

. . . . . .

. . . . . .

having satisfactorily passed examinations in the subjects prescribed for the completion of an approved four year course in the

. . . . . .

is thereby entitled to this

High School Diploma

In witness whereof the Regents issue this diploma under seal of the University at Albany in the month of . . . . . 19 . . . .

James J. Allen, Jr.
President of the University
and Commissioner of Education

. . . . . .
Principal

40

EXHIBIT E

ACTUAL SIZE - 8" X 10"

General Educational Development

Certificate

This certificate is awarded *who has made acceptable scores on a comprehensive and approved battery of standardized tests in the following high school subject fields: English, mathematics, science and social studies.*

Given at *, Virginia this* *day of* *19* .

Division Superintendent

41

EXHIBIT F

ACTUAL SIZE - 3½" X 6½"

State of Rhode Island

Senior High School Equivalency Diploma

42

This Certifies That

has successfully passed a set of national standar[d] examinations in the fields of High School English, Mathematics, Social Studies and Natural Sciences.

Because of the knowledge necessary to pass succ[ess]fully these examinations is adjudged by the Commissioner of Education to possess education equivalent to that attained by the average High School graduate and, therefore, is awarded this High School Equivalency Diploma.

In testimony whereof the Commis[sioner] of Education has hereunto set his hand and caused to be attached hereunto the seal of the State Board of Education o[n] the first day of in the year nineteen hundred

COMMISSIONER OF EDUCATION

EXHIBIT G

ACTUAL SIZE - 10" X 14"

State of Rhode Island

Elementary School Equivalency Certificate

43

This Certifies That

has successfully passed a set of national standard examinations in the following elementary school subjects:—Reading, Language, Literature, Social Studies, Arithmetic and Science.

Because of the knowledge necessary to pass successfully these examinations is adjudged by the Commissioner of Education to possess education equivalent to that attained by the average student who has completed the eighth grade, and therefore is awarded this Elementary School Equivalency Certificate.

In testimony whereof the Commissioner of Education has hereunto set his hand and caused to be attached hereunto the seal of the State Board of Education on the first day of in the year nineteen hundred

COMMISSIONER OF EDUCATION

EXHIBIT H

ACTUAL SIZE - 10" X 14"

Anaheim Evening High School

Anaheim Union High School District

Anaheim California

This certifies that

has satisfactorily completed the requirements prescribed by the Board of Trustees and the State Board of Education and is therefore awarded this

Diploma

Given at Anaheim, California this twenty-second day of June, 1961

Paul W. Cook
SUPERINTENDENT

Raymond B. Terry
PRESIDENT

Philip J. Ackley
PRINCIPAL

Royal C. Marten
CLERK

44

EXHIBIT I

ACTUAL SIZE - 6" X 8"

STATE OF FLORIDA

HIGH SCHOOL EQUIVALENCY DIPLOMA

DEPARTMENT OF EDUCATION

Be It Known That

Sample

having satisfactorily passed comprehensive examinations prescribed by the State Department of Education of Florida, thereby demonstrating satisfactory evidence of general educational development equivalent to high school graduation, is hereby awarded this **High School Equivalency Diploma,** *Number* _____.

In witness whereof our names and the seal of the Florida State Board of Education are hereto affixed, this the

____ *day of* _____, *19*____.

State Superintendent of Public Instruction	*Director of Vocational and Adult Education*	*Assistant Director for Adult and Veteran Education*

54

EXHIBIT J

ACTUAL SIZE - 8" X 10"

High School Equivalent Certificate

The State of New Jersey

Department of Education

This Certifies that

_____

Has satisfactorily completed the requirements for the high school equivalent certificate as prescribed by the New Jersey State Board of Education.

In Witness Thereof, *this certificate is granted under the seal of the Department of Education, this _____ day of _____ 19___.*

_____
Commissioner of Education

_____
Director, Bureau of Academic Credentials

ERIC Clearinghouse
DEC 6 1963
on Adult Education

EXHIBIT K
ACTUAL SIZE - 8" X 10"